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ABSTRACT

The Pennsylvania Legislature funded a two-year program to enable interested local schools to conduct exploratory programs on all-year scheduling. Funds were allocated by contract on the basis of the local school's need and readiness to conduct some type of all-year school program or to study the feasibility of such a program. Findings indicate that year-round operation can produce major economic savings if there is a need to construct a new school or an addition to a school. The potential savings in the year-to-year operational budget is less clear. A remedial program that helps prevent students from failing a grade can produce an economic as well as a social savings. An accelerated program can cost more in the short run, but, because a student spends fewer years in school, may not cost more in the long run. An enrichment program will probably cost more than a regular program because of the extra services provided. Year-round programs tend to offer a greater variety of courses and to serve as a vehicle for the implementation of mini-courses and individualized instruction. A flexible year-round program can provide equal opportunity for a quality education in terms of a more humane learning environment, a more relevant curriculum, a more appropriate instructional process, a more flexible use of time and learning facilities, and a more rational pupil evaluation system. (Author/DN)

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YEAR-ROUND EDUCATION IN PENNSYLVANIA

A STATUS REPORT ON STATE-FUNDED PROGRAMS

Prepared for
Bureau of Educational Administration
and Management Services
Pennsylvania Department of Education

by

Twila Wollaston
Under the direction of
R. Don Means

EA 006 499

1974

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INTRODUCTION

In early 1969 the Bureau of Curriculum Development, the Pennsylvania Department of Education, established a committee, composed of PDE staff and other leaders in the state, to study the issues of year-round education and to recommend direction. The committee held a symposium in October 1969 bringing together national leaders in the year-round education movement to outline a position paper to be used as a basis for future action in Pennsylvania.[1]

The position paper pointed out that although the existing nine-month school calendar is not satisfactory to all, no year-round program has yet proved to be universally acceptable. The most acceptable year-round programs have been those which provide flexibility with options, rather than rigid, manditory changes. It recommended that each state (1) provide enabling legislation and policy-permitting flexibility so that various patterns of year-round education can be tested, (2) provide financial support for such programs, and (3) encourage experimental and exploratory programs on year-round education designed to attain the following goals: (a) optimum economic efficiency, (b) quality education with equality in educational opportunity, and (c) school schedules adapted to the changing schedules of the families served by the school. It also urged local schools to consider alternative ways, including year-round education, to achieve these goals.

The state committee on year-round education and Clarion State

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[1]This position paper, a Statement on Year-Round Education, was adopted by the National Seminar on Year-Round Education and was published by the Education Commission of the States, the Council of State Governments and various professional journals.

College cosponsored the Second National Seminar on Year-Round Education in April 1970. The conference was held in Harrisburg, making it possible for a substantial number of interested educators in Pennsylvania to participate. Representatives from about 50 Pennsylvania school systems attended.

A state conference on year-round education was also held in 1971, cosponsored by PDE, Pennsylvania State Education Association, Pennsylvania State Chamber of Commerce and Clarion State College. The Educational Development Center at Clarion State College, assigned year-round education as a state wide thrust by PDE, conducted six regional conferences on the topic in various parts of the state.

Substantial interest in exploring the possibilities of an all-year school calendar was expressed by many educational leaders and interested citizens of Pennsylvania. As a result PDE prepared and submitted to the Governor a program revision request to provide funds for two years to interested local schools to conduct exploratory programs on an all-year basis. Although there is no precise definition of the term "year-round education" the continuity of the curriculum on all-year basis distinguishes it from the traditional program of a regular school year with a summer school program.

> Despite the lack of precise definition, there is a degree of commonality in year-round programs. To illustrate, those who develop year-round schools tend to address themselves to a more effective use of school resources. In fact, the single common characteristic of these programs is the year-round operation of the school. With this in mind, in this publication the term "year-round school" will refer to those programs which employ a year-round operation of the school with a continuing program of education for youth and which retain a faculty on an extended contract.[1]

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[1] Bureau of Administrative Leadership Services, Year-Round Education, Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1972, p. 20.

A sum of $760,000 was appropriated by the Pennsylvania Legislature to PDE for that purpose during the school year 1972-74. This program was administered by the Bureau of Educational Administration and Management Support Services. Benjamin D. Hengst, chief of management services, was responsible for selection of most viable proposals, awarding state contracts to selected school systems, and supervising the state program. Funds were allocated by contract to local schools on the basis of need and readiness of the school to conduct some type of all-year school program or to study the feasibility of such programs. Nationally, various all-year school plans have become somewhat standard. (These are outlined in the appendix of this report.) In allocating funds PDE included projects on most of these plans or modifications thereof.

This is a summary of the 15 projects funded by the 1972-74 appropriations as reported by the director of each project.

This report was prepared for PDE by the Research-Learning Center, Clarion State College, from information submitted by the following:

Stanley Sawa, Principal
Intermediate High School
Butler School District

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Tunkhannock Area School District

William H. Stoutenburgh, Superintendent
Wissahickon School District

BUTLER AREA SCHOOL DISTRICT $184,860

Project Director: Stanley Sawa, Principal
Intermediate High School
Butler School District

Purpose of Project: To revise the secondary curriculum into quarter-length courses and to plan and implement the optional four-quarter, all-year school program (12 weeks = one quarter).

Procedures Used: A project director was appointed and with a small staff of high school teachers completed the following tasks:

Representing the Butler Area School District and the extended school-year committee, the project director spoke at dozens of community meetings, visited other year-round schools and attended state and national conferences on year-round education. An optional four-quarter extended school year, chosen by over 400 students, was implemented during the 1972-73 school year. Actually the fourth quarter was offered in the summer of 1972.

Outcome: The entire secondary curriculum of over 550 quarter-length (12 week) courses was prepared and printed. Copies were made available to other districts at a nominal fee.

Status of Project: The school district felt the continuation of the project for the 1973-74 school year was not in keeping with the limited fiscal resources available and the opportunity to continue was declined by the school board in the fall of 1973.

Butler Area School District returned $37,820 to the PDE.

CENTRAL BUCKS SCHOOL DISTRICT $16,000

Project Director: William Hingston
Assistant Superintendent for Instruction
Central Bucks School District

Purpose of Project: To conduct a study to determine the feasibility of a year-round school program for Central Bucks.

Procedures Used: Interest in the concept of year-round school in Central Bucks can be traced to the 1970-71 school year, when the district was concerned about contiruing enrollment growth and an accompanying need for additional school buildings. A nine-member citizens committee established by the board of education investigated year-round use of school facilities in other districts and explored the possible implications for Central Bucks. At the end of the year, the committee reported to the board of education, recommending that the investigation continue the following year (1971-72) and focus on the 45-15 type of year-round school calendar.

For the 1971-72 school year the board established a new committee, which included not only citizens of the community but also classroom teachers, admininstrators from both elementary and secondary schools, central office staff members and high school students. This committee was specifically charged to investigate year-round education on a 45-15 day calendar.

The committee:

1. Collected articles, pamphlets, booklets on the 45-15 day year-round school.

2. Studied population projections in the Central Bucks School District.
3. Participated in programs with the Parent-Teacher Association and service and community organizations.
4. Met with parents whose children had been enrolled in a 45-15 school district.
5. Contacted adminstrators from other school districts considering the year-round calendar.
6. Attended the Pennsylvania School Boards Association work-shop on year-round schools.
7. Heard a report from the Fourth National Seminar on Year-Round Education.
8. Sent representatives to the Pennsylvania state conference on year-round schools.
9. Talked with students, teachers, parents and others in the communities on the feasibility of a 45-15 day calendar.

From this study, the committee recommended that the board of education conduct an in-depth feasibility study under a PDE "blueback" contract.

The board of education established a six-member committee--two school board members were included--to conduct the study and to report on whether the district should move in the direction of year-round schools, what cost and/or savings could be expected as a result, and how a 45-15 day calendar could be implemented.

The committee then:

1. Visited communities already using a year-round calendar: Prince William County, Virginia; Valley View, Illinois; Hinesburg, Vermont; St. Charles, Missouri; and Virginia

Beach, Virginia.

2. Chose one classroom teacher from each of the 12 elementary schools to meet and study the 45-15 day calendar, its impact on the educational program, and how it could be implemented in Central Bucks. Substitute teachers were employed to free these teachers for this activity.
3. Released one elementary school principal and one assistant principal from all other duties in order to read, study and learn all they could about the impact of a 45-15 calendar on the public schools.
4. Freed selected senior high school teachers from duties so they could explore the specific implications of a 45-15 calendar on the curriculum in their departments. Substitutes were used; when it was not possible to use a substitute, staff members were employed for several days during summer months.
5. Purchased pamphlets, books and curriculum materials pertaining to the 45-15 day calendar.
6. Held meetings with the staff from every school in the district.
7. Presented to church groups, service organizations, parent-teacher organizations, political party gatherings and student groups the basic concepts of the year-round school with emphasis on the 45-15 plan. For a while during the second semester of the 1972-73 school year, there were two or three of these meetings each week.

Outcomes: As the result of reactions of people at the various community presentations and staff meetings, the committee concluded that the community did not enthusiastically accept the idea of a year-round school

in general or the 45-15 plan in particular and that audiences did not react favorably. Most people were willing to listen, but they were not convinced that a change was in the best interest for Central Bucks. The school board has since tabled the idea of having a year-round schedule in Central Bucks School District due to the opposition from the rank and file of the teaching staff, students, parents and the community in general.

Status of Project: There has been, in the past year or two, an unanticipated slowdown in the enrollment growth and this has eased the pressure for additional facilities. In the future, if the school board is faced with a sudden enrollment increase necessitating construction of expensive new facilities, perhaps public opinion on year-round education will change.

A sum of $3,869.79 of the allocated funds was unexpended and returned to the Commonwealth.

CLARION STATE COLLEGE, RESEARCH-LEARNING CENTER $200,000

Project Director: John D. McLain, Director
Research-Learning Center
Clarion State College

The year-round education contract between PDE and Clarion State College contained two major components with separate fund allocations--the operation of an Educational Development Center for Year-Round Education ($15,000) and the planning and development of a K-12, 250-pupil research-demonstration model of the flexible all-year school ($185,000). They are, therefore, reported as separate parts.

Purpose of the Project, Part 1: To (1) collect and develop interpretative materials on year-round education, (2) outline recommended procedures for studying community needs relating to year-round education, (3) conduct general information conferences and work-shops on year-round education, (4) provide technical assistance to local schools conducting feasibility studies and planning operational all-year programs, and (5) disseminate information about applicable research and innovative programs.

Procedures Used: All available literature on year-round education, collected and established as a library at the Research-Learning Center, was made available to any interested individual.

Various materials were also produced for distribution to school districts and other educational agencies requesting information about year-round education. This included an outline of the various all-year school plans or models (see appendix), a slide-tape presentation on the

various plans, a report on the operation of the flexible all-year school, a report listing all the schools in the nation operating year-round programs (this has since become an annual report of the National Council on Year-Round Education), a mini-course directory listing schools in Pennsylvania offering mini-courses and a list of mini-courses used, indexed by content and length of courses.

A packet of materials entitled Leadership Training Workshop on Year-Round Education was prepared. This provided a suggested outline for a one-day workshop for groups beginning to study the advantages and disadvantages of year-round school programs.

One-day workshops following the above mentioned format were then conducted in various parts of Pennsylvania in cooperation with other EDCs and 29 intermediate units. The leadership training packets were distributed to participants at each regional workshop to help local school systems organize their own study committees and to provide them the information necessary to orient their groups to issues and answers on year-round education.

Technical assistance has been given to local schools, community groups and anyone else in Pennsylvania requesting such service. In addition materials prepared by the center, reprints and a quarterly newsletter published by the center have been sent to all school districts in the state.

Outcomes: The operation of the Educational Development Center has become widely known, and requests for information have been received from every state and numerous foreign countries. Center staff members have presented numerous reports at state and national conferences and have contributed articles to numerous professional journals. Technical

assistance has been requested and provided by the ministries of education in Jamaica, Panama and Columbia. The director reported on this project at the World Assembly of the International Council on Education for Teaching in Singapore and at seminars in Japan, Thailand, Hong Kong, and Korea.

Current Status: The Educational Development Center for Year-Round Education continues to provide the services outlined above to all school agencies in Pennsylvania upon request.

Purpose of Project, Part 2: A new research-learning center designed to house the Educational Development Center for Year-Round Education and the research-demonstration model of the flexible all-year school was constructed at Clarion State College at a cost of almost $3,000,000. (Funds for this project were obtained from the Commonwealth of Pennsylvania, the Higher Education Facilities Program of the U. S. Office of Education, and the Appalachian Regional Commission.) The building was completed and ready for occupancy in March 1973.

The Research-Learning Center administrative staff, assisted by a team of four graduate assistants, selected and ordered equipment for the center in the spring of 1973.

A selection committee announced the vacancies for an entire teaching staff: a nursery-kindergarten teacher, four elementary teachers, and four secondary teachers (English, social studies, science, and mathematics). Part-time teachers were also selected for art, music, physical education, library and commercial education. Over 1,000 applications were received for these jobs.

The teachers selected began employment on July 1, 1973. The summer was used to plan the operation of the flexible all-year school

and to order needed supplies. School began September 1973.

The Flexible All-Year School is open on a "first come-first served" basis. Notices with application forms were placed in four regional newspapers simultaniously. Attendance is tuition free and open to any student regardless of the school district in which he resides. Students from eight school districts are enrolled.

The first-year operation of the flexible all-year school was financed basically by this PDE contract and a supplemental contract with the Appalachian Regional Commission.

Outcomes: The operational budget for this flexible all-year school is now included in the college budget, thus assuring the continued operation of the program.

This project has received wide coverage in professional journals, including the PSEA Journal, Educational Leadership (Association for Supervision and Curriculum Development), Compact (Education Commission of the States) and numerous others. Today's Education (National Education Association) termed the project one of the most exciting projects in year-round education.

Status of Project: The operation of the flexible all-year school is now available to observers. Detailed information about the operation of the school is available free upon request.

GATEWAY SCHOOL DISTRICT $7,500

Project Director: Thomas K. Barratt
Assistant Superintendent
Gateway School District

Purpose of Project: To conduct a study to determine if any all-year school plan for Gateway is feasible at this time.

Procedures Used: Engelhardt and Engelhardt, Inc., Educational Consultants, was employed to conduct the feasibility studies. The purposes were to:

1. Review the enrollment projections for the 10-year period in the district's long-range development plan.
2. Analyze the physical and educational adequacy of each school building in the district. Make recommendations about each building for its continued use, abandonment or renovation. (Each building was examined in terms of its capacity and mechanical systems to house a year-round program.)
3. Examine the existing educational program in terms of a year-round program. Review and discuss the educational advantages or disadvantages for a year-round program in the Gateway School District.
4. Review the existing year-round programs, the advantages and disadvantages of each type and their possible adaptation to Gateway School District.
5. Examine the athletic and cocurricular activities and analyze the impact of the year-round program on these activities.

6. Analyze the effect of a year-round program on the district's programs for transportation, food and maintenance services.
7. Determine the cost of staffing a year-round program for a five-year period.
8. Estimate the costs of operating a year-round program in the Gateway School District and study the implications for state aid.
9. Discuss at least three different alternative year-round programs, with the estimated costs for each.
10. Recommend for or against the adoption of a year-round program in the Gateway School District and give the reasons for the recommendation.

Outcomes: The consultants concluded that at this time and for the coming 10 years there is no need in the Gateway School District for a mandatory year-round school program. However, they pointed to the very substantial educational benefits of various year-round plans, particularly the optional type. In view of the potential educational advantages inherent in the year-round school, the consultants recommended that the Gateway school system consider adopting an optional year-round program.

After discussing and dismissing a mandatory plan for the district, the consultants selected two optional plans for serious consideration--the extended summer plan and the quinmester plan. The extended summer plan is simply an expansion or extension of the district's summer school with little or no change in the existing curriculum. The quinmester plan is a comprehensive plan requiring a revision and restructuring of

the total school program and the creation of five "quins," or nine-week terms, with the fifth quin offered in the summer.

Because the quinmester plan has much to offer the school system in terms of educational and pupil benefits, consultants recommended that the Gateway school system consider adopting it. In this plan a school year of 225 days is divided into five terms of 45 days each. Four of the five terms are scheduled during the conventional 180-day school year, the fifth during the summer. The summer term is usually optional.

This plan would allow a pupil to attend school during the summer, or fifth "quin," and choose another term or quin for a vacation. It would allow for acceleration, remediation and enrichment for students. They could attend for the full year of 225 school days if they wished.

With the use of the quinmester concept there must be a revision of the entire curriculum K-12, as Gateway School District is now on an 18- or 36-week semester and the curriculum has to be changed to a nine-week session. This is an enormous undertaking and requires a great investment of time and effort. Because of this, the consultants recommended that the program be adopted and implemented by stages over four or five years. Developing the quinmester program on a gradual basis, beginning at the senior high school, moving to the junior high school, and finally to the elementary grades, requires that the curriculum revisions occur first at the senior high school level.

The development of the quinmester program by stages will also reduce initial annual costs of curriculum revision. Curriculum revision costs also could be substantially reduced by adopting a program already operational in another district. Because of the increased costs and the

indefinite nature of funding from the state for schooling beyond 180 days and because of the enrollment uncertainties for a summer quin, consultants suggest that a modified fifth quin be considered as an initial step.

A modified fifth quin would offer less than a full program. This modified quin would be similar to the extended summer plan in that school would be in session for only mornings. Consequently, the school would not provide transportation or food services. The variety of courses would still offer more than the traditional summer school program. Pupils could use these credit courses to lighten future class loads or to accelerate their progress in the regular school year.

The full fifth quin would probably not become operative before 1978 or 1979, until the curriculum revision was completed at all levels and the quinmester program implemented at all three levels--senior and junior high school and elementary school.

Status of Project: There are no specific demands at present in the Gateway School District, such as absolute budgetary decreases, mandates for new construction, or pressing need for additional construction, affecting consideration of the year-round school. Therefore, this study was made to seek information on how the year-round school might be useful in improving the educational program and making more efficient use of resources--money, buildings, staff and curriculum. No further action has been taken at this time.

A sum of $674.15 of the allocated amount was unexpended and returned to the Commonwealth.

FAIRVIEW SCHOOL DISTRICT $25,000

Project Director: Charles Shultz
Superintendent
Fairview School District

Purpose of Project: To conduct a trimester (three-semester) program, with the summer semester optional, to meet individual needs of all pupils by giving them opportunities to explore different areas of interest and to permit greater flexibility in their fall and winter schedules.

Procedures Used: Curriculum revisions were made to offer all courses on a semester basis for grades 9-12. Courses offered for grades 4-8 were written to be completed in 60 clock hours, but no credit was offered (e.g., music, art, art crafts, gymnastics, industrial arts, home economics, dramatics).

A survey conducted by the Fairview School District indicated that 84 per cent of the residents were in favor and 16 per cent were opposed to the summer semester. Of 1,500 elegible pupils, 322 signed up for the voluntary summer term. Several additional pupils indicated they would sign up for the summer of 1974 if the district would continue summer semesters.

Information obtained from questionnaires given to all pupils and teachers participating in the 1973 summer semester supported the success of this approach to year-round education.

Outcomes: Curriculum was revised for grades 9-12 to offer all courses on a semester basis. Three hundred twenty-two pupils participated in the optional program in 1973.

Status of Project: Plans were made to continue this "voluntary" program for the summer of 1974. The main concern of the school district was cost. Unless additional financial aid came from the state and federal government to help support the summer semester, the district felt it could not offer a summer semester.

HEMPFIELD SCHOOL DISTRICT $25,000

Project Director: A. Landis Brackbill Jr.
Assistant Superintendent
Hempfield School District

Purpose of Project: To develop a volunteer trimester program to (1) offer students more varied experiences, (2) enable them to graduate earlier, (3) provide more work-experience programs and (4) offer more remedial programs.

Procedures Used: The concept of year-round education has been discussed informally in the Hempfield School District since 1968. In the winter of 1970, serious discussions began involving the administration, school board and department chairpersons. It was agreed that a modified summer school offering remedial courses would be instituted in 1971. Courses offered were English, American history, general science, biology, basic mathematics, and algebra I. Four teachers and 111 students were involved.

The 1971 program was evaluated, and it was decided to expand the program for 1972 to include enrichment, remedial and recreational courses. Attendance increased to 328 students; 15 teachers were employed. Included in this program was the continuation of the work-study program for special education students that is part of the regular school-year program.

The cost of the 1971 and 1972 programs was absorbed by the school district.

At the same time a discussion on year-round education was taking place, and curriculum revision for high school was being contemplated.

The department chairperson and the administration discussed changing the 36-week program to an 18-week or semester basis.

The 1973 summer program was planned as the initial trimester experiment for secondary schools. Attendance in the summer school increased from 328 students in 1972 to 468 students in 1973. A total of 516 students enrolled in the 1973 summer program. Courses were offered for credit, remediation and recreation. Twenty teachers were employed.

Outcomes: In the fall of 1973, approximately 1,900 high school students started the semester program. In January 1974, 55 students graduated early as the result of the trimester program. This was the first time for such a graduation at Hempfield.

In conjunction with changes in program, courses have been revised and new courses developed for the semester and summer programs. Departmental behavioral objectives have also been developed, and all courses reflect these objectives.

Status of Project: In the summer of 1974, the program was to provide semester courses that would enable students to volunteer for the trimester program. This was designed to permit students to graduate early, take advanced courses and participate in work experience programs in the community.

MANHEIM SCHOOL DISTRICT $30,000

Project Director: Larry Large
Manheim Township School District

Purpose of Project: To conduct a feasibility study of the 45-15 plan as a way to maximize use of school facilities.

Procedures Used: The need for the study was prompted by Manheim Township's steady (though unspectacular) population growth over the past 15 years. Despite the willingness and ability of the community to construct new educational facilities, the school district barely keeps ahead of its increasing population. Concern over this situation by the superintendent of schools and school directors led to the commissioning of a study committee, composed of both school personnel and local citizens, to research the concept of year-round education as an alternative to the standard options facing the school board. The committee found that the 45-15 plan had the potential for improving the quality of education in addition to providing classroom space without construction of additional buildings.

The committee studied various reports and other literature and visited operational programs. From this they established a list of "problem areas" which would have to be resolved if a 45-15 plan would be recommended as feasible for Manheim Township. The problems to be studied were:

1. A transition from the nine-month traditional school calendar to a new 45 school day calendar.

2. Revision in curriculum and the way classwork was offered.
3. A change in the present vo-tech arrangement.
4. Fewer teachers employed, but for a longer period of time.
5. The effect on athletics and other extracurricular activities when the entire student body is not in school at one time.
6. The effect on full-time summer work for students 16 years old and older would be affected (part-time work was not affected).
7. The cost to implement the initial changes in buildings, curriculum, cafeteria operation and transportation.

While the committee tried to find solutions for these problems, it also attempted, through public meetings and dissemination of printed material, to inform and educate the community to the concept of year-round school in general and the 45-15 plan specifically.

Outcomes: The committee recommended the 45-15 plan as the most practical way to assure maximum building use within a framework of educational flexibility and motivation. However, expanded use of facilities is not essential at this time. It recommended that the study be used as a springboard for future action. Opposition to any changes in the school calendar was mobilized. This opposition has polarized the community and forced a delay in a planned survey by a public relations firm. Some unfortunate news coverage and political implications in a year when three seats are vacant on the school board have also contributed

to a slow-down in the year-round school activities.

Status of Project: No further action is to be taken at this time.

MILLCREEK TOWNSHIP SCHOOL DISTRICT $11,180

Project Director: Hughes D. Brininger
Assistant Superintendent
Millcreek Township School District

Purpose of Project: To develop an elementary and secondary all-year school program.

Procedures Used: The board of education adopted a policy in March 1973 authorizing the secondary schools (grades 7-12) to offer two-week summer courses in blocks of time so that each course would be equivalent to a nine-week unit of study during the regular school year. This enables students to modify their yearly schedule in several ways as the need or desire may be, including (1) early dismissal during the day to work, (2) take part in volunteer community service, (3) enroll in advance placement courses, (4) withdraw from school for nine weeks during the regular school year for vacation, travel or study, or (5) graduate early.

In order to implement this plan approved by the board, the school staff continued developing suitable student-learning materials with measurable performance goals for a flexible program.

Guidelines were developed for teachers preparing units of study and equating credit for two-week summer courses with nine-week courses offered during the regular school year.

Units of study already in use were revised to meet the guidelines. New courses being developed included varied required and optional activities.

A six-hour in-service workshop for 40 staff members on research and trends in year-round education was conducted. Efforts were made to

develop acceptance by the staff of this program.

The new intermediate high school for grades 9 and 10 opened on April 2, 1973 using planned courses and learning activity packets the staff had developed for the flexible all-year program.

Progress of the project as well as materials developed were reported and circulated to:

1. Millcreek Intermediate High School and McDowel Senior High School faculties.
2. Local school board.
3. Research Information Service for Education (RISE).
4. Clarion State College.
5. Intermediate Unit 5.
6. Other interested school districts.

Status of the Project: The project proceeded on schedule and has become operational as planned.

MILLERSVILLE STATE COLLEGE RESEARCH-LEARNING CENTER $54,820

Project Director: Robert J. Labriola, Director
Stayer Research and Learning Center
Millersville State College

Purpose of Project: To develop instructional materials for an individualized instructional program at the middle school level and to add a middle school to the center's operation.

Procedures Used: A teacher, paraprofessional and two consultants were hired to work with 25 youngsters in a 6th grade program. On June 1, 1973, this staff began an intensive training session in concepts of individualization. Educational games on various topics of curriculum were constructed. Packets were written which would later be used in the program with the 6th grade youngsters. Skill sequence lists were developed and are now available from the Educational Development Center at Millersville State College. The middle school program was organized along the lines of the open education philosophy.

The 6th graders reported to Millersville Middle School September 1, 1973. Consultants met with the children at least twice each week and taught them cooking, sewing, typing, industrial arts and home arts.

Individualization is the most important factor of the curriculum. Needs of youngsters are met on an individual basis, not in a group.

Outcomes: Materials were developed as scheduled. Sixth grade was added to the school program on June 1, 1973. It was anticipated that a 7th

grade would be added in 1974-75 and an 8th grade in 1975-76.

Status of Project: Millersville State College was negotiating with a school district and an intermediate unit to continue the year-round middle-school program on a permanent basis. Teachers and children for the program were to come from the school district or from various school districts in the intermediate unit.

The middle-school program was to be conducted in an open setting in the Stayer Research and Learning Center. This was to serve as a demonstration model for the school district or the intermediate unit.

NESHAMINY SCHOOL DISTRICT $20,500

Project Director: William J. Stinger
Assistant to Superintendent
Neshaminy School District

Purpose of Project: To review various all-year school plans and determine their potential future use for the district.

Procedures Used: The Year-Round School Study is being conducted by a committee of school board members (2), school administrators (5), teachers (4), parents (1) and students (2). This committee examined various year-round school programs, assessed advantages, disadvantages and community attitudes and reported the findings to the school board and the public.

Members of this committee visited other school districts where successful year-round school programs are being conducted, including the four-quarter plan in the Atlanta, Ga., School District and the 45-15 plan in Valley View School District, Lockport, Ill.

A library of year-round school materials was established where various types of year-round school programs, curriculum materials, courses of study and course catalogues from year-round school districts can be found.

Members of the school staff discussed the year-round school during the district in-service day May 21, 1974. Questions and comments on the proposed concepts were solicited. Similar opportunities were also provided students.

A special issue of the Neshaminy Newsletter was published by the school district in May to review for the community the activities of the year-round study committee, the various year-round school plans, advantages and disadvantages of each plan, and implications for the Neshaminy School District. This newsletter contained a return section on which the public was asked to respond to questions concerning different aspects of year-round school programs.

Outcomes: The committee reported two findings: (1) there is no universal year-round school program that can be adapted to all school districts, (2) a year-round program involves curriculum revision and changes in teaching techniques as well as changes in time schedules.

Status of Project: The work of the committee ended in June, and a comprehensive report was prepared for school directors and the Pennsylvania Department of Education. A formal presentation to the school board is to be made at a public meeting next fall. The committee is to report on the most feasible year-round school program for the Neshaminy School District, its advantages and disadvantages and to recommend steps to insure successful implementation. The committee will not recommend whether or not the school district should adopt a year-round school program. Future decisions of the board will be based on need.

PHILADELPHIA SCHOOL DISTRICT, FRANKLIN RENEWAL PROJECT $37,440

Project Director: Frank Cuido, Planner
Philadelphia School District

Purpose of Project: To plan a nongraded, personalized, flexible, all-year program with a wide range of course offerings for a coeducational, integrated, youth-adult student body, operating from 8 a.m. to 10 p.m., Monday through Saturday.

Procedures Used: Faced with the problems of low academic achievement and high rates of failure, absenteeism and dropout at Benjamin Franklin High School, the associate superintendent for school services outlined a plan for revitalizing the school's curriculum and developing a new kind of school.

Funds to plan such a school were provided by the Haas Community Fund and supplemented by PDE.

A broad-based advisory committee was established in February 1973 and was composed of representatives of (1) model cities, (2) parents, (3) students, (4) Opportunities Industrialization Center, (5) Philadelphia Community College, (6) The Concillio (representing Spanish-speaking groups), (7) Chamber of Commerce, (8) Parent-Teacher Association, (9) Franklin staff, (10) Standard Evening High School staff and students, (11) William Penn High School, (12) community representatives and (13) associate superintendents.

A planner was employed and the committee began what is probably one of the most complex educational projects undertaken by the school district.

The advisory committee met every two weeks for a year. It envisioned a learning center to embody the following features:

1. A student body that is integrated, coeducational and balanced between adults and compulsory-attendance age youth.
2. Hours of operation: 8 a.m. to 10 p.m., Monday through Saturday, year-round.
3. A nongraded, personalized, flexible educational program that has a wide range of course offerings and permits students to enroll at any time during the year.
4. A break from the usual 9 a.m. -- 2:30 p.m., Monday-through-Friday attendance with students' schedules arranged to meet job and family requirements.
5. Emphasis on basic skills.
6. Intensive educational and career guidance.
7. Broad participation in work-study programs.
8. Opportunity for education through the 14th year as a result of affiliation with Philadelphia Community College.

In the process of planning programs to achieve these goals, the committee contacted or consulted with every division in the school system and Pennsylvania Department of Education representatives.

The Department of Education granted the Franklin Learning Center experimental status, making it exempt from certain state regulations--curriculum requirements, hours of attendance, etc.

Outcomes: This pilot program has proceeded on schedule and is the first step in the Philadelphia (Franklin Renewal) project.

The anticipated outcome is that the Benjamin Franklin High School, the old William Penn building and the community college will form a campus complex known as the Franklin Learning Center over a three-year period.

Status of Project: The planning phase of this project proceeded on schedule. This pilot program was scheduled to begin operation for 1,000 students in September 1974 at the old William Penn building, subject to funding. At the time of this report funding and staffing were yet to be cleared.

ROCHESTER AREA SCHOOL DISTRICT $140,000

Project Director: Matthew Hosie
Superintendent
Rochester Area School District

Purpose of Project: To expand and refine "The Three Plus System," or optional fourth quarter program for elementary and secondary levels.

Procedures Used: To give citizens of Rochester Area School District an opportunity to use the district's program facilities and staff on a year-round basis, the school district in 1971 approved an extended school year project called "The Three Plus System." This plan was based on dividing the calendar year into four 60-day quarters. In order not to have too drastic a break from the traditional school year, the new four-quarter system maintained a schedule that paralleled the old year as much as possible. The 1971-72 school calendar was as follows:

First Quarter - September 7, 1971 - December 2, 1971

Second Quarter - December 3, 1971 - March 13, 1972

Third Quarter - March 14, 1972 - June 8, 1972

Fourth Quarter - June 19, 1972 - August 15, 1972

The 1973-74 school year was organized along the same lines. Students could attend any three quarters with optional attendance at all or any part of a fourth quarter.

Armed with an ESEA Title III grant, the district began in 1966 to restructure its entire educational program. As a result, the district adopted a program of education that used a nongraded structure of performance and planned course concepts. All programs in the Primary Division (K-4)

and Intermediate Division (5-8) were nongraded. The Secondary Division (9-12) offered 233 courses on an elective system, with all courses planned to be of one-two- or three-quarter durations.

The first four-quarter year for the district was 1971-72. All students were required to attend the first three quarters of the year, and attendance at all or any part of the fourth quarter was optional. Finances controlled the operations during the fourth quarter. Title I and vocational education funds were used primarily for instruction costs, while the district supported operational and administrative costs.

The findings of the first four-quarter year were positive:

1. Students will attend educational programs beyond 180 days. Over 30 per cent of the student population enrolled in some course in the fourth quarter.
2. Removal of the "daily routine" permitted a more flexible learning situation and a better pupil-teacher relationship.
3. Though the school facility was used during the summer months, there was no conflict with maintenance schedules.
4. Student discipline was not a problem during the fourth summer quarter.
5. Parents supported the program as long as it did not interfere with their vacation plans.

The district refined its program for 1972-73. The greatest change occured in fourth quarter operations for primary and intermediate students. The fourth quarter was divided into two 20-day sessions. All primary and intermediate students who selected one of the optional 20-day sessions were required to attend from 8:30 a.m. to 12:30 p.m. daily.

For 1973-74, the only change was in the length of the session during the fourth quarter, from four hours to five hours for intermediate students.

Outcomes: The program, initiated under an ESEA Title III grant, developed flexibility in the curriculum, the elementary program being nongraded and the secondary program consisting of 233 planned courses on an elective system. Students could attend any three quarters, with attendance at any or all of a fourth quarter optional.

Status of Project: This special grant from the state and the funding under ESEA Title III enabled Rochester to go a long way on its year-round operations. However, the board of education had yet to decide whether it could support "The Three Plus System" at the local level if no additional state and federal money was provided.

STATE COLLEGE AREA SCHOOL DISTRICT $15,000

Project Director: Robert C. Campbell
Assistant Superintendent for Instruction
State College Area School District

Purpose of Project: To conduct a feasibility study for an all-year school program at the secondary level, and to conduct an implementation study.

Procedures Used: The State College Area School District initiated a study of year-round education in January 1972 when a committee of students, citizens, teachers, board of education members and administrators was appointed by the school district superintendent. The committee began its work with the decision to identify sources of information which could be helpful in the study of the year-round concept.

Benjamin Hengst from the Pennsylvania Department of Education attended the committee's first meeting. Members then attended regional conferences on the year-round school at Clarion State College.

After gathering materials and completing certain required readings on year-round schools, the committee took up the task of identifying objectives more specifically. The committee agreed it could not conduct a full-scale feasbility study but could conduct a cursory study and perhaps recommend to the board of education whether a feasibility study should be considered. Guidance for this decision was acquired from the Pennsylvania Department of Education and the Clarion Research-Learning Center.

Results of the committee's studies showed:

1. The school calendar appeared to be a major influencing factor in the determination of community vacation patterns, but there was potential for more flexibility.
2. A year-round school might increase operational costs by 20 to 25 per cent.
3. A comprehensive feasibility study should be completed before any decision is made to consider year-round education.
4. A judgment concerning the effect of the year-round school on quality education could be made only after a full-scale feasibility study.

The board of education received the report, but since the district was not facing the prospect of rapid growth, year-round education was "tabled" until state funds could be used for a feasibility study.

Following this action Robert Campbell, assistant superintendent for instruction, prepared a statement outlining a suggested model for an alternative secondary school which would operate on a year-round basis. This plan was discussed by teachers, secondary principals and the board of education. The board of education then encouraged the administration to institute a serious study of the alternative year-round school. State funds were obtained to do this.

A follow-up committee of 15 staff members, a student representative and a former student was then formed to study the feasibility of implementing a model alternative school in the State College Area School District.

The committee met weekly in half-day sessions (with extra sessions as needed) for a period of three months. It decided to visit other year-

round school districts and attempt to determine the amount of money needed to operate the alternative secondary school on a 12-month basis.

A questionnaire was developed for a survey of the community, students and staff about the alternative year-round secondary school. The intent of the survey was to determine perceptions of the need for the alternative year-round secondary school as contrasted with the existing secondary school, and whether the concept of an alternative year-round secondary school should be studied. A descriptive brochure was developed to accompany the questionnaire and a publicity campaign was launched to acquaint the public with the purpose of the survey. Local radio stations and newspapers cooperated in this effort. Committee members made many speeches to clubs and civic organizations.

Outcomes: The study revealed considerable support for a number of key concepts envisioned for the alternative school, such as team counseling, resource people to supplement learning activities, using the community as a classroom and giving students more responsibility in planning their educational experiences. It also revealed opposition to taking family vacations at times other than summer months, the ungraded secondary program and flexible daily schedules for students.

Status of Project: A final report to the board of education on January 7, 1974 recommended an alternative, all-year school program to begin in September 1974. The board approved the report and recommendation. Since that time an interim governing board has been appointed, a program director and two staff members selected and a pilot program for 90 students is under way.

TUNKHANNOCK AREA SCHOOL DISTRICT $15,000

Project Director: John E. Shaffer Jr.
Assistant Superintendent
Tunkhannock Area School District

Purpose of Project: To study the concept of year-round education and the experiences of other schools to determine if an in-depth feasibility study should be conducted.

Procedures Used: A preliminary study of the year-round school concept was started in January 1973 when the school board president appointed a steering committee of board members, students, teachers, administrators, press representatives and members of civic and service organizations. This steering committee was to study year-round education and recommend whether an in-depth feasibility study should be undertaken during 1973-74.

After a series of meetings, numerous contacts with outside sources and considerable discussion, the steering committee recommended to the school board that the in-depth study of year-round education be initiated. The recommendation was unanimously approved by the school board in April 1973. The board asked the steering committee to participate in the study; however, a new committee was formed and called the Feasibility Committee. The following subcommittees were formed in September 1973: community reaction, curriculum, finance, student reaction, teacher reaction and staffing and transportation.

The committee was charged to learn all it could about the advantages and disadvantages of year-round education, not only where it has been

implemented, but also insofar as it would affect the Tunkhannock area.

The reasons for giving a year-round concept consideration for the district stem primarily from the rapid enrollment growth since 1965; this growth is projected to continue.

Of the several year-round school programs introduced, the committee gave serious study to two--the 45-15 plan and the 60-day quarterly or three-plus concept.

The committee invited representatives from the Pennsylvania Department of Education, Butler and Rochester area schools and the Educational Development Center at Clarion State College to speak at public meetings.

Visits were made by committee members to Prince William County, Virginia; Virginia Beach, Virginia; Rochester Area Schools, Pennsylvania; Valley View, Illinois. Nineteen members of the committee visited the Becker Research-Learning Center at Clarion State College and talked to students, teachers, administrators and parents.

Outcomes: Several changes resulted from the feasibility study committee's work. Through visits to other projects, teachers and community leaders realized the need for change in the Tunkhannock curriculum. The school board also saw a need for additional in-service training for the staff and budgeted $10,000 for the summer of 1974. Other benefits to the district were an increased community interest in the school system and an improved public relations between the school and community.

Status of Project: The final report from the steering committee was to be presented to the school board on August 22, 1974 at a public meeting.

WISSAHICKON SCHOOL DISTRICT $14,000

Project Director: William H. Stoutenburgh
Superintendent
Wissahickon School District

Purpose of Project: To conduct a feasibility study on the desirability of an all-year school program in this district.

Procedures Used: A study committee was selected from community volunteers representing the various geographic areas and opinions found in the Wissahickon School District. To augment the work of the committee, volunteer representatives from industry and education were invited to work with the committee.

The study committee met weekly for six months to study, listen, plan and express their own ideas about year-round education. In the end, they conveyed to the board of school directors some of the opinions of the entire community about year-round school and its impact on the Wissahickon School District.

The first major function of the committee was to define the types of year-round schools that have implemented. Of all the plans considered by the committee, these four were selected:

1. 45-15 Day.
2. Four-quarter.
3. Trimester.
4. Continuous progress with multiple trails.

These questions were posed:

1. Does the community wish to work at improving the 10-month program in an effort to save money?

2. Will the community willingly accept more quality education results with more dollar expenditures?
3. What are the advantages and disadvantages of each year-round school plan under consideration?
4. What will be the financial effects on the school district of each plan considered?

The committee then decided to limit the depth of the study of financial and educational aspects and put major focus on community reaction. To get community reaction, a special issue of the Wissahickon Notes, the school paper, contained a questionnaire on the educational and financial aspects of year-round school. The results of this questionnaire are:

EDUCATIONAL ASPECTS

The education committee approached its study from the point of view that year-round school should offer educational opportunities for children while bringing about:

1. Curriculum changes which must occur if a year-round school plan is to achieve success.
2. New methods of teaching, such as team teaching, flexible scheduling, independent study and modular scheduling.
3. Full-year work for the professional staff.
4. Summer work for students.
5. Interpersonal relationship problems that may occur at the elementary level because of shorter terms.
6. Pupil acceleration and the eventual release of classroom space as a result of extended school.

As a result of reviews taken from the questionnaire in these areas, the committee concluded that many educational benefits of year-round school should be studied further by the school district.

FINANCIAL CONSIDERATIONS

The financial committee based its review on:

1. Study of the current 10-year, long-range plan for the district.
2. Study of reports of other school districts using year-round school.
3. Discussion with educators who are using year-round school in their districts.
4. Analysis of the 1972-73 proposed budget as it would be affected by year-round school.
5. Survey of outside assistance from state and federal agencies.
6. Study of community growth and public school enrollments in the district.

Outcomes: Results of this study revealed that implementation of any year-round school would mean a large initial investment. However, this initial investment may be offset by federal and/or state funds. Also there would be a leveling off of expenses and a savings may be possible. Use of school facilities would be extended over 240 days instead of the traditional 180 days.

The committee has concluded that year-round school may be feasible for the Wissahickon School District. It also concluded that of all the plans studied the most adaptable to the school district are the four-quarter and the 45-15 day staggered attendance program. These two plans

would be easiest to implement when the current educational program is considered.

Status of Project: The committee concluded that even though year-round school may be feasible, there is no immediate need for implementation. In view of the large undeveloped land areas in the Wissahickon School District, it might be well to consider year-round school as a contingency plan for future growth. Also because of the closing of a junior high school building, forcing a double-session program in the junior high school, all planning of the year-round school has stopped.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section, "Summary, Conclusions and Recommendations," was prepared by John D. McLain, director, Education Development Center for Year-Round Education. It does not necessarily reflect the official opinions of PDE.

Summary

A sum of $760,000 was appropriated by the Pennsylvania Legislature to PDE to encourage experimental and exploratory all-year school programs designed to attain one or more of the three major objectives: (1) increased economic efficiency, (2) increased quality of education with equality in educational opportunity, and (3) increased compatibility between school schedules and schedules of the families and community served by the school.

This program was administered by the Bureau of Educational Administration and Management Support Services, under the direction of Benjamin D. Hengst, chief of management services. Funds were allocated by contract to local schools on the basis of the need, significance of the proposed project and the readiness of the school district to conduct an all-year school feasibility study or to operate the program.

Funds were allocated to 15 school systems over the two-year period, 1972-74, as follows:

Butler Area School District	$ 124,980
Central Bucks School District	16,000
Clarion State College	
Flexible All-Year School	185,000
EDC for Year-Round Education	15,000
Gateway School District	7,500
Fairview School District	25,000
Hempfield School District	25,000
Manheim School District	30,600

Millcreek Township School District	15,000
Millersville State College - Research-Learning Center	54,820
Neshaminy School District	20,484
Philadelphia School District, Franklin Renewal Project	50,050
Rochester Area School District	140,000
State College Area School District	15,000
Tunkhannock Area School District	15,000
Wissahickon School District	14,000
Total for Project	$753,434
Preparation and Printing of Final Report	5,000
Unallocated	1,566
	$760,000

Of the 15 projects six were designed as feasibility studies (Central Bucks, Gateway, Manheim, Neshaminy, Tunkhannock, and Wissahickon) and nine were designed as operational programs using an all-year school plan (Butler, Clarion, Fairview, Hempfield, Millcreek, Millersville, Philadelphia, Rochester and State College). All projects were completed in accordance with the contracts. Butler terminated its program due to increased cost of operation.

Fairview and Hempfield adopted the optional trimester plan. Both included secondary schools and credit for summer courses. Fairview also included elementary school but without credit. Hempfield seems to have an ongoing program but Fairview indicated it would continue if it could obtain supplemental funds from state or federal sources.

The other five projects (Clarion State College, Millcreek, Millersville State College, Philadelphia and State College) developed various forms of the flexible all-year school plan with individualization of instruction a key factor. The Flexible All-Year School at Clarion State College, designed as a research-demonstration model to be used in service and preservice education, has become operational as an integral component of the college. The others have also continued operation as planned.

Conclusions and Recommendations

One of the major intentions of year-round education is economic efficiency. However, all of the feasibility studies and at least two of the operational programs funded by PDE in this two-year project concluded that year-round education is not economically feasible for these particular communities under the prevailing circumstances. These conclusions reflect the declining birthrate and decreasing enrollments.

Major economic savings in capital outlay can be realized by the year-round operation of the schools if there is a need to construct a new school or an addition to a school. For example, suppose a district needs to build a new school for 1,200 pupils, with an average of 25 students in a classroom. The school would have to contain 48 classrooms if attendance is based on the standard school calendar. If the school operated on the 45-15 all-year plan, the maximum number of students in school at a time would be 900, so only 36 classrooms would be required. This would result in a substantial savings. This savings in capital outlay cannot be realized, however, if there is no need for additional facilities, as was the case in the six Pennsylvania feasibility studies.

The potential savings in the year-to-year operational budget of a school is less clear, as evidenced by the several schools in this project discontinuing their operation due to increased costs. Basically, it is logical to conclude that the change in cost depends on the change in the program. For example, a school employing 12 teachers for nine months to teach 300 children (teacher-pupil ratio 1 to 25) at an average salary of $9,000 ($1,000 per month) would cost a school district $108,000 in teachers' salaries (12 X 9 X $1,000 = $108,000). If the school changed

to an all-year school plan whereby each student still went to school the same number of days but only three fourths of them were in school at a time (45-15 or mandated four-quarter plans) only nine teachers need to be employed, but for 12 months. The cost for teachers would be the same (9 X 12 X $1,000 = $108,000).

Other operational costs may vary depending on the circumstance. Teachers' fringe benefits may be the same or there may be a savings if the Social Security and insurance per teacher remained the same and there were fewer teachers. There probably would be a savings on textbooks since fewer would be needed each year. Transportation may be more expensive if the same number of buses were used all year to cover all bus routes. But if the bus routes were reorganized to operate efficiently, reducing the number of buses and drivers, there could be a savings.

Each aspect of the budget needs to be analyzed in a determination of the impact that year-round operation would have on the school budget. An analysis of the operational budget is provided in Chapter 3 of McLain's Year-Round Education.[1]

There is a definite potential in economic savings in the operation of the schools all year if the teacher-pupil ratio and the amount of services to students remain the same. But if these two factors change, so does the cost. For example, if a school with 300 students operated a regular school year (180 days) and employed nine teachers, the teacher-pupil ratio would be 1 to 33 1/3. If the school district decided the

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[1]McLain, John D., "Economics Analysis of All-Year Operation of Schools," Year-Round Education: Economic, Educational and Sociological Factors. Berkeley, California; McCutchan Publishing Co. 1973. (299 pages)

school was too crowded, it could shift to an all-year program (45-15 or mandated four-quarter) and reduce the teacher ratio to 1 to 25. This would require payment to nine teachers for 12 months of work instead of nine, and the operational budget would go up. Presumably the quality of education would also increase.

The amount of services to students changes when the amount of time the students go to school changes. This is why local schools operating optional programs have run into financial difficulties. They did not limit the student to attending 180 days. In most cases the students went to school during the summer in addition to the 180 days of regular school. This costs extra money because the amount of service increased.

Moreover, state aid covers only a maximum of 180 days. Any amount above that, must be provided by the local district.

The programs in which students attend school longer than 180 days provide, basically, three types of service: (1) remedial instruction, (2) acceleration and (3) enrichment.

If the program is remedial, it can be an economic savings to the local school district and the state. If by going to school a fourth quarter a student does not fail a grade, there is an economic as well as social savings. (The entire rationale for ESEA Title I can be applied here.)

If the program is acceleration in nature, then the student spends fewer years in school. For example, if a student completes four years of high school in three years, the cost per year would increase, but the total cost would not. The total cost to the local school would be greater, however, because the state does not provide financial aid for more than 180 days. Therefore, the local school must bear an increased

share. (In January, 1974, 55 students graduated early at Hempfield as a result of its all-year program.)

If the program is enrichment in nature, then there is an actual increase in total cost since this provides additional experiences which the students would not have had otherwise. Whether this is justifiable depends on the program and on the need for such experiences.

Another major reason for considering year-round education is quality in education with equality in educational opportunity. One of the major outcomes in all of the operational programs is revision of the curriculum into shorter courses or units of study in order to make them fit the time modules. Courses for the 45-15 and quinmester programs were organized into nine-week units. Courses for the four-quarter programs were organized into 12 week units. Courses for the flexible all-year programs were organized into various lengths, ranging from two weeks to a semester. In all cases, a much larger number of courses was offered than before, giving the students a wider range of choices appropriate to their needs and interests.

As teachers offer students a choice of courses, they do not all select the same courses. The teacher, therefore, must work in a situation in which individuals or small groups are pursuing different courses or activities at the same time in the same classroom or area of study. This necessitates individualized instruction.

Mini-courses and individualized instruction can be developed in a school using the traditional school calendar. Flexible all-year programs require such practices simply to make the programs work. Thus, year-round education serves as a vehicle to implement them.

These more flexible programs can provide greater quality education

with equality in educational opportunity in terms of (1) a more humane learning environment, (2) a more relevant curriculum, (3) the use of more appropriate instructional processes, (4) more flexible use of time and learning facilities and (5) a more rational pupil-evaluation system.

The operation of the various schools through the summer reflected the close tie between the school calendar and the work schedule of parents. Students attending school in the summer needed to adjust their schedules to other family commitments.

These programs have not operated long enough (one or two years depending on the program) to have impact on the work schedules of the parents. However, it is likely that changes in parents' work schedules and other sociological changes which relate to school operation will continue to develop. Adequate data are not available from these Pennsylvania projects, nor from projects conducted in other states.

Recommendations

1. In view of the potential savings in capital outlay, the demonstrated acceptance in other states of the 45-15 and other plans to increase use of facilities, and the decreasing birthrate, every school district planning construction of additional classrooms should be required to consider the feasibility of year-round education as a possible alternative to new construction prior to obtaining state financial assistance for such construction.

2. The steps necessary in conducting such feasibility studies are somewhat standard, yet complex. It is recommended that technical assistance continue to be made available to all local schools by PDE and the state-established Educational Development Center for Year-

Round Education.

3. The present formula for state aid penalizes the local school operating a year-round program in which students attend school more than 180 days. It is recommended that the state school code be amended to provide financial aid to school districts operating year-round education programs approved by the Secretary of Education at the same ratio approved for the local school's regular school-year program.

4. Curriculum revision is essential at the local level to adapt the program to year-round operation. It is recommended that local school systems committed to instituting an all-year school plan approved by the Secretary of Education be allocated state funds to assist with this transition at the same ratio provided for the local school's operational budget.

5. Curriculum development is time-consuming and expensive. Materials developed by one local school may be used by or adapted for use by, other schools. It is recommended that the Educational Development Center for Year-Round Education continue to collect planned courses and units of study developed by local schools throughout the state, that these be made available to other schools upon request, and that PDE determine how this service can best be financed.

6. Probably the greatest force that will mandate change in the school calendar and bring about the all-year operation of the school on a flexible basis is the change in life styles of our society. Yet inadequate data are available to analyze the changes taking place. It is recommended that comprehensive studies on this aspect of year-round education be instituted.

APPENDIX

Charts in this appendix are excerpted from: McLain, John D., "The Meaning of Year-Round Education" Year-Round Education: Economic, Educational and Sociological Factors, Berkeley, California: McCutchan Publishing Corporation, 1973

THE STANDARD 180-DAY SCHOOL YEAR

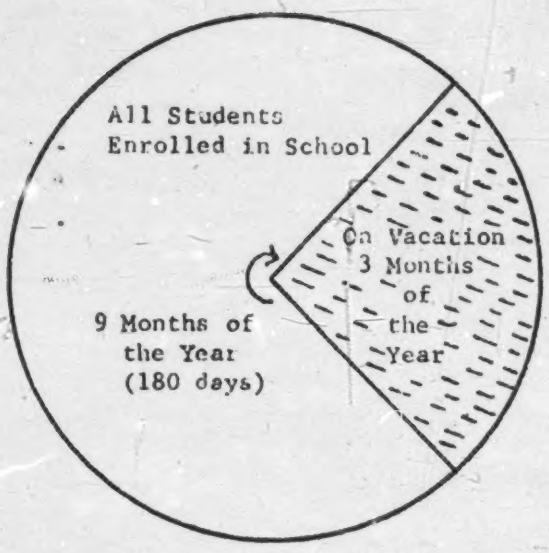


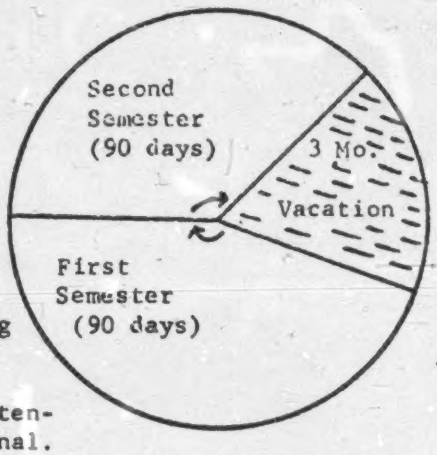
Figure 1

HOW IT WORKS

All students enrolled in school at the same time.
Students are not divided into sections for attendance purposes (but may be ability grouped or grouped into specialized curriculums).
School year is continuous, from beginning to end of school year.
Student progress (pass or fail) determined at end of year.
All students on vacation at same time.

RELATED PLANS - SAME BASIC PRINCIPLES

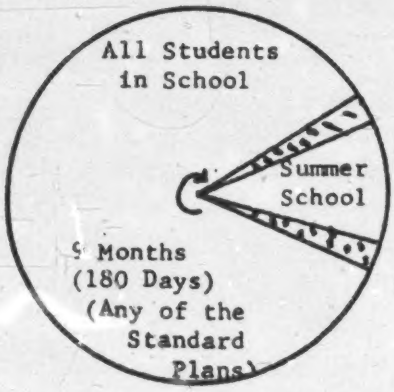
Standard School Year With Semester Plan



All students enrolled in school at same time.
Students are not divided into attendance sections.
Student progress (pass or fail) determined at end of semester.
All students on vacation at same time.

Figure 1a

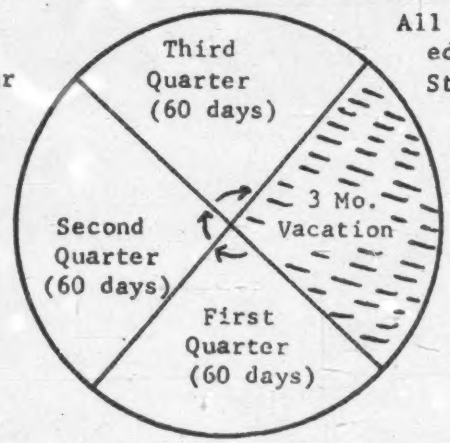
Standard School Year With Summer School



All students enrolled during regular school year.
Summer school attendance is optional.
Summer program may be (a) remedial, (b) acceleration, (c) enrichment, (d) recreational.
Summer school is generally for four to eight weeks.

Figure 1c

Standard School Year With Quarter Plan



All students enrolled at same time.
Students not divided into attendance sections.
Student progress (pass or fail) determined at end of quarter.

Figure 1b

ELEVEN-MONTH PLAN

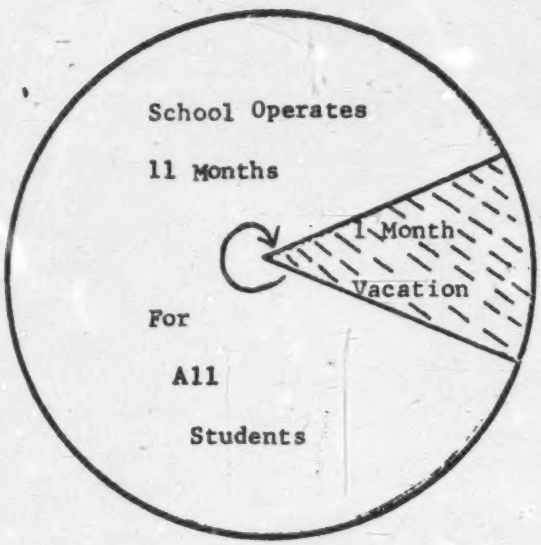


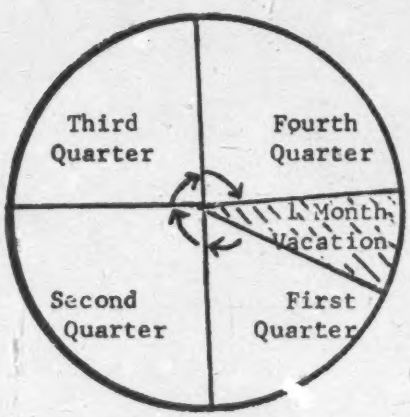
Figure 2

HOW IT WORKS

Students are not divided into sections.
All students enrolled at same time.
School operates 11 months.
Students attend school 11 months.

RELATED PLANS - SAME BASIC PRINCIPLES

Continuous Four-Quarter Plan



School year is 11 months but divided into quarters.
Each student attends all four quarters.

Figure 2a

THE ROTATING FOUR-QUARTER PLAN

(Also called Quadrimester Plan)

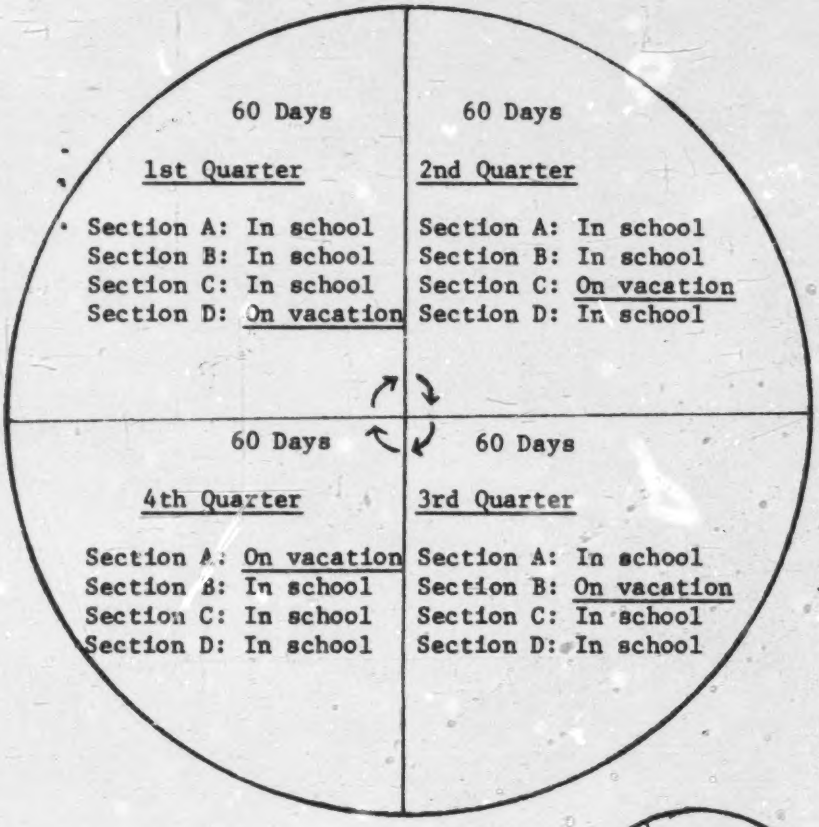


Figure 3

HOW IT WORKS

Students are divided into four equal sections.
School operates 240 days instead of 180.
Each section of students is enrolled 180 days. (Attends three consecutive quarters on vacation one quarter.)
Schedules of sections are rotated so that three sections are in school and one section on vacation each quarter.

RELATED PLANS-SAME PRINCIPLES

Trimester Plan

Students in three equal sections.
School operates 270 days (three mesters).
Each student enrolled 180 days (two consecutive mesters).
Each section of students on vacation at different time.
Two-thirds (66 2/3 per cent) of students enrolled at a time.

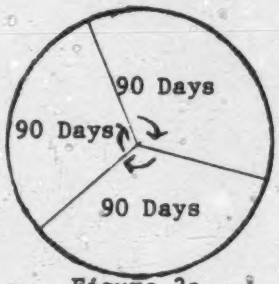


Figure 3a

Quinmester Plan

Students in five equal sections.
School operates 225 days.
Each student enrolled 180 days (four consecutive mesters).
Each section on vacation at different time.

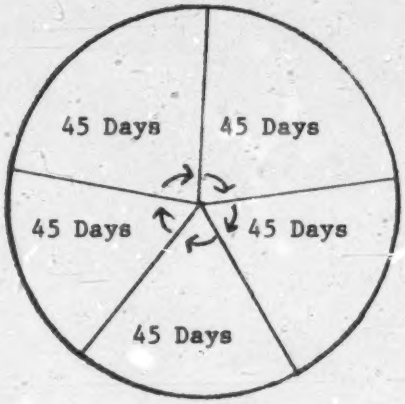


Figure 3b

OPTIONAL FOUR-QUARTER PLAN

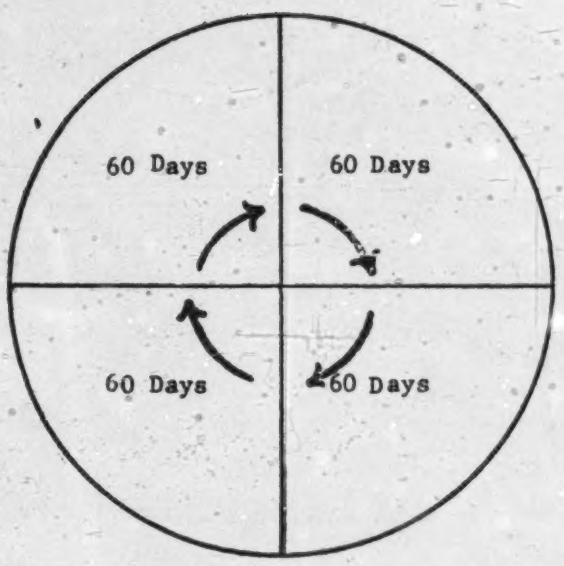


Figure 4

SIMILAR TYPE PLAN

Optional Four Quarter Plan

School operates four quarters of 60 days each.
All students must attend three quarters during the regular school year.
Any student may attend summer quarter for (a) acceleration (b) remedial (c) enrichment (d) recreation.
This basically is an extended summer school.
(see Figure 1c.)

HOW IT WORKS

School operates four quarters of 60 days each.
Each student must attend three quarters but may attend all four.
Each student may take his vacation any one of the four quarters.

RELATED PLANS - SAME BASIC PRINCIPLES

Optional Trimester

Same as optional four quarter but school divided into three 90-day sessions.

Optional Quinmester

Same as optional four quarter but school divided into five 45-day sessions.

FOUR-QUARTER PLAN WITH VACATION TIME DISTRIBUTED BETWEEN QUARTERS

(Known as the Hayward Four-Quarter Plan)

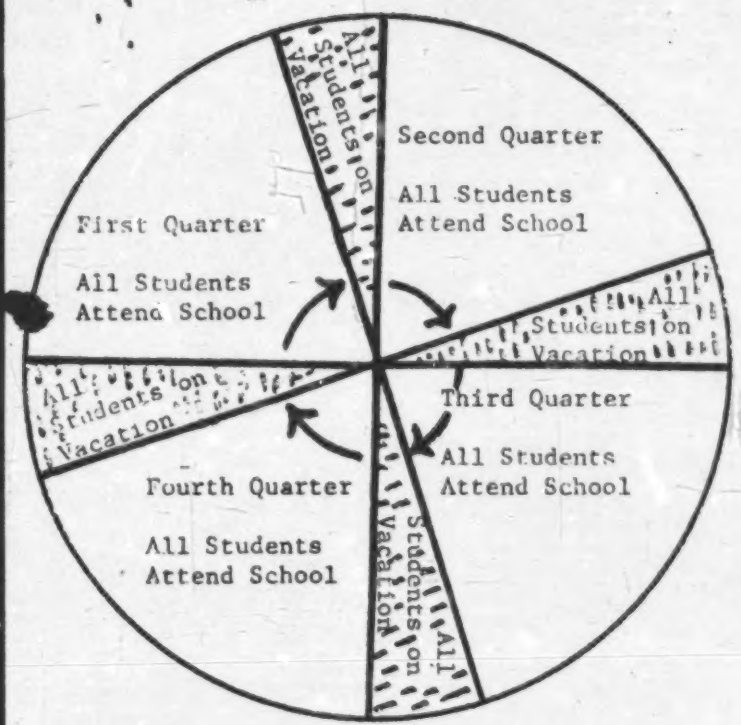


Figure 5

HOW IT WORKS

Students are not divided into sections. All students enrolled at same time. School year divided into four quarters.

School vacation divided into four quarters.

Students attend all four quarters with short vacation after each quarter.

ROTATING FOUR-QUARTER WITH VACATIONS DISTRIBUTED BETWEEN SESSIONS

(Known as the 45-15 Plan, also known as the 9-3 Plan)

Figure 6

HOW IT WORKS

This is a combination of the Rotating Four-Quarter Plan (see Figure 3) and the Four-Quarter Plan with Time Distributed between Quarters (see Figure 5).

Students are divided into four equal sections.

School operates 240 days.

Each section of students is enrolled in four 45-day sessions.

Each section has four 15-day vacations, one after each session in school.

Sections are rotated so that three sections are in school and one section on vacation at any time while school is in operation.

RELATED PLAN -- SAME BASIC PRINCIPLES

12-4 Plan

Same as the above plan except each student goes to school three 12-week sessions and has three four-week vacations, one after each session.

THE FLEXIBLE ALL-YEAR SCHOOL

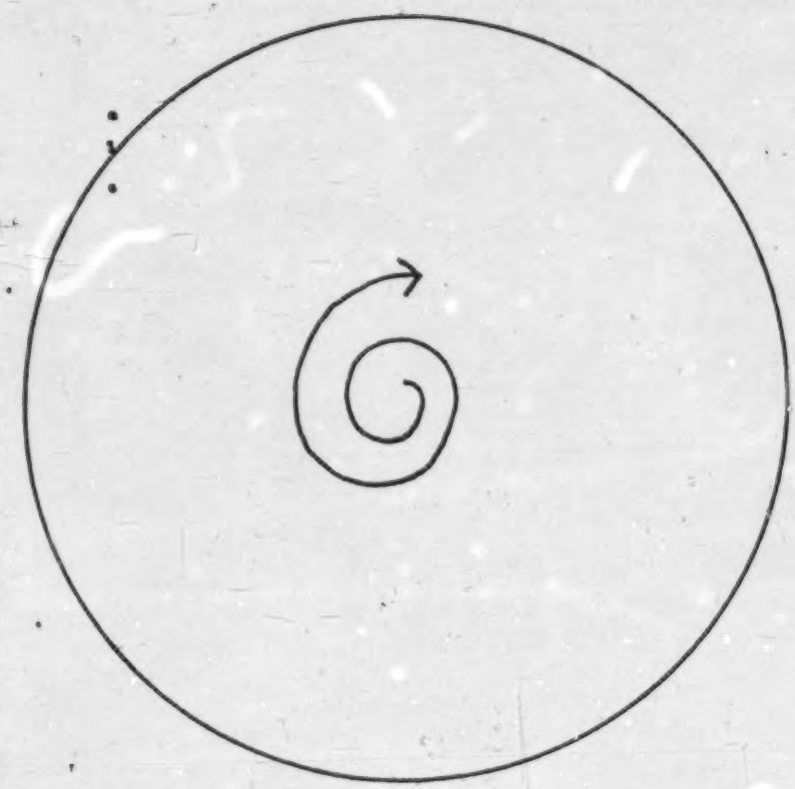


Figure 7

HOW IT WORKS

School is open all year (except for holidays or at other times when there is no "demand" for its use).

Students are to be enrolled in school the required number of days (180) or the required number of hours (900-990) each year.

Students (with parental and school consent) may schedule their own time in school to meet requirements.

Students (with parental and school consent) may schedule vacation or vacations any time and for any length of time so long as they meet required time (180 days, 990 hours, or as the case may be depending upon state law).

Length of day and/or week may be variable to meet students' needs (as scheduled with school and parental consent).

RELATED PLANS

The Flexible All-Year School Plan can operate as described above only if the curriculum and instructional methods are flexible enough to adapt to students' time needs. As intermediate measures, a school system may use the curriculum materials designed for the four-quarter plan (12-week units) or the 45-15 plan (nine-week units), with students scheduling a flexible quarter, any quarter during the year if they want to be out of school a partial quarter.